



Daily photo by Morrie Altmejd

Over one thousand students met in the Union ballroom yesterday, at a rally to hear Stan Gray speak on his possible dismissal from the Political Science Faculty.

Gray's hearing on the air today

Robertson and Woods to reveal charges

The first round in what may be a lengthy Stan Gray-versus-Administration battle opens today with hearings televised to a limited audience of 180.

At the hearing, Principal Rocke Robertson and Dean of Arts and Science Harry Woods will finally reveal what charge they are bringing against Gray, although there is little doubt that it will be connected with the disrupted board of governors meeting January 27.

On Tuesday, Woods told Paul Wong, president of the Arts and Science Undergraduate Society,

that the charge would be connected with the governors' meeting.

Student senator Peter Foster confirmed this by saying that, at a meeting he had yesterday with Robertson and academic vice-principal Michael Oliver, Oliver said disruptions were at the root of the charge, although not just the board disruption.

Meanwhile, Trevor Lloyd, the Administration's choice for a mutually acceptable third member of today's hearing committee has been replaced by English Department chairman Donald Theall, who was chosen by Gray after he had rejected Lloyd.

A factor which had led to considerable annoyance in faculty is that C.R. Mallory, chairman of the Department of Economics and Political Science was not consulted in the decision to charge Gray, and was not apprised of the decision before Gray was charged.

Robertson admitted in Tuesday's press conference that Mallory had not been told anything. Asked by a reporter if this was not somewhat unusual, Robertson replied "It was not necessarily part of the due process involved."

At a rally yesterday, Gray said: "I do not recognize the right of a few guys in the administration or on the board of governors to kick me out of the university".

Gray told the one thousand students in the Union Ballroom that he does not "recognize the legit-

imacy" of such action by a body which has not been selected by the whole university community and which does not consult with students or faculty.

In support of Gray's charge that he is being dismissed for his political activities students testified to Gray's competence as a teacher.

The audience, which included a vocal group of hecklers, was

The confrontation today between Principal Robertson and Stanley Gray will be televised into room 104 of the Old Chemistry Building starting at 9:30 am.

After the charges are revealed, there will be a rally at 1 pm in the ballroom.

also told that the faculty in the department of economics and political science, had recommended before Christmas that Gray's contract be renewed.

In addition, the department recommended that Gray be promoted to assistant professor and be given additional courses to teach in political theory.

Most of the speakers during the two-hour meeting said the Administration's action threatens academic freedom.

Speakers said the Administration's move to fire Gray contradicts the concept of a liberal,

SC tables motion on Gray

by Tom Sorrell

Students' Council yesterday tabled a motion dealing with the possible dismissal of Stan Gray.

The original motion called for a promotion of Gray to the position of Assistant Professor and demanded the withdrawal of charges by Principal Robertson and Dean Woods.

The motion was tabled in order that Council could take action after reviewing the outcome of the meeting today between Gray and Administration officials. A meeting will be called, possibly some time today, to determine Council's stand on the issue.

Council's statement of position to Senate on "Selection of Executive Officers and Academic Of-

ficers" was tabled until Sunday. President Robert Hajaly expressed regret that the brief could not be considered immediately.

The Law Undergraduate Society stated that they had obtained their own advisory committee to appoint the Dean of Law. Law's Student Council Representative, Stanley Goldstein, commented "... the L.U.S. neither wants nor asks this Council for assistance or guidance. It will be our choice alone.

In other actions, Council:

- Voted that duplication services be extended and performed free of charge, the additional cost to be absorbed by the Education Committee of Council.

- Endorsed in principle the abolition of the Faculty of Post

Graduate Studies and Research. It was proposed that the various departments on the graduate level be reassigned to their appropriate faculties; this motion was tabled pending Council evaluation of the Yaffe Report which recommends the extension of the Graduate Faculty in its present terms of reference.

- Proposed to allow anyone to use the McGill Library system and its privileges on payment of a \$5.00 fee. Borrowing and Reserve Book rights were not included in these privileges.

- Adopted the principle of opening the library 24 hours a day. The motion was carried with rec-

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Bail denied 97 arrested students

by Simon Horn

In the aftermath of Tuesday's tragedy at Sir George William University, bail has been denied to ninety-seven students who are being held on two charges of conspiracy to commit mischief and two of conspiracy to commit arson.

Possible penalties range from five years to life imprisonment. Non-Canadian students face the possibility of deportation. (The number of arrested has fluctuated since Tuesday, but all reports place the number between ninety and one hundred).

At Sir George, the staff, along with student volunteers, is beginning to repair the two million dollars damage that has closed the University indefinitely.

The ninety-seven students were arrested two days ago as police moved in to break up a two-week occupation of the University Computing Center which ended in the destruction of the \$1 million computers and other extensive damage.

Seven of the 97 are juveniles; of the remaining ninety over 18 years old, 30 are females. Forty-one are black and there are 45 non-Canadians.

As of last night, between ten and fourteen lawyers were representing the students at arraignment and argument centered on whether or not to have collective or individual trials. No date has been set for a preliminary hearing.

Yesterday afternoon, three students were arrested on "loitering" charges

outside the courthouse where arraignments were underway. They were later released on seventy-five dollars bail each. All during the afternoon there were numbers of students gathered outside the building.

Rumors of larger demonstrations caused authorities to clear the court of spectators and the riot police guard on the building was doubled.

A defense fund has been set up for the charged students, all contributions to be sent to: "The February 11th Defense Fund Committee, Box 502, Station B., Montreal."

At Sir George the computers were listed as a total write-off and damage to the cafeteria and other parts of the building was extensive.

The Administration call for student vol-

unteers to help clean up the mess resulted in hundreds of students beginning the work yesterday. It is possible that the University may be open some time next week.

Meanwhile, the Sir George Williams Association of University Teachers has denied allegations that a statement from their Council set off Tuesday's violence.

It has been stated that SGWAT failure to ratify an Administration-Student agreement to end the occupation caused the final explosion.

SGWAT has since stated that there was a misunderstanding over the nature of the agreement, which it considered to be provisional and negotiable and not a final settlement. The students had considered it a final agreement.

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today

RED AND WHITE REVUE: Odysseus, won't you please come home? Union Box Office for tickets, also at Moyse Hall tonight, 8:30 pm.

JAZZ SOCIETY: Jam session, 845-3561. Union coffee lounge, 8 pm.

FINE ARTS SOCIETY: Movies changed to Tuesday 18. Union B23, 24, 7:30 pm.

SOCIETY FOR HERZOGOVINIAN DEFACTION: The Montenegrin Peril. Union, carpeted lounge, 8:30 pm.

DEBATING TOURNAMENT: Girls who want to act as hostesses for the McGill International Debating Tournament, Thursday, February 20-22, please sign up at Debating Union office, B42.

FIGURE SKATING: Men and women welcome, figure skates required, classes and club members. Winter stadium, 2-4 pm.

COMMERCE STUDENT FACULTY RELATIONS COMMITTEE: Meeting to discuss student representation on Faculty committees. Duggan House 23-24, 1 pm.

CHORAL SOCIETY: Regular practice. Union ballroom, 5 pm.

FLYING CLUB: 'Those Magnificent Men In Their Flying Machines', 75 cents. L132, 6:15, 9 pm.

MARTLETS: Practice, Redpath st., 7 pm.

COURSE GUIDE: General meeting, all staff. Union 411, 3 pm.

SOCIETY FOR KRISHNA CONSCIOUSNESS: Lunch, vegetarian food, 849-4319. 3720 Park ave, 12 noon.

SANKIRTAN PARTY: Chanting, lecture, absolute vibrations, refreshments.

SGWU HALL Bldg. rmt. 539, 4:30-6:30 pm.

PROFESSOR N. BAMBA HISTORY 318 HISTORY 314: Two movies: 'The Spirit of Zen' and 'Kyoto, The Ancient Capital of Japan'. L26, 12 noon-1 pm.

SAVOY SOCIETY: Richard, Rose, Robin, dancers. Union 307, 1 pm.

CYCOM: Basic Fortran. E304, 1 pm.

ALPHA EPSILON DELTA: Meeting with Dr. N. MacDonald of the McGill Faculty of Medicine. Stewart Bldg. S3/5, 1 pm.

3465: Dr. Jean Vanier will speak on topic "Man, why are you afraid?". L132, 1:05 pm.

NEWMAN: Music Group Meet. 3484 Peel, 7 pm.

CHESS CLUB: McGill Open Tournament begins next week. Please register before Monday night with Neil Chalmers (481-2434), or Gabor Lantos (342-1457), at the club (B 24, 1-3 daily).

THEATRE 15: Auditions for Stuart Gilman's "The Inevitable Murder of Evariste Galois" continue in the Union Theatre 6-10 pm.

KING LEAR: Actors are wanted for a performance of King Lear, scene one. Auditions, Friday 2-3 pm.

ORTHODOX FELLOWSHIP: Vespers with Archbishop Vitaly of Montreal. 8011 Champagneur, Bus 80 Park Ave, along Champagneur to 1 stop before Jarry. 7 pm.

SANDWICH THEATRE: "Chicago" by Sam Shepard. Union Theatre, 1 pm.

PLAYWRIGHT'S WORKSHOP: Union 307, 4-6 pm.

ASUS

Nominations for Fourth Year Delegates and Delegates-at-large to represent Arts and Science at the UGEQ Congress March 7-9, have been extended until Thursday, February 13, 4 pm. The nominating papers for Fourth Year candidates must be signed by 25 ASUS fourth year students, and must be countersigned by the candidate, while those for Delegates-at-large must include 25 signatures of ASUS students, and must be similarly countersigned.

Pensketches of no more than 150 words and a glossy picture of all aspiring ASUS delegates must be handed in to the Union switchboard by 10 am, Friday, February 14.

FOOD AND HEALTH

The Pre-medical Society will hold a "Conference on Food and Health" tonight at 8 pm in the Martin Theatre of the McIntyre Medical Sciences Bldg (1200 Pine Ave. W.). Among those invited to speak are Mrs. Knickerson, a sociologist, Dr. Goldstein, a botanist, Miss H. Delisle, a professor at the Institut de Dietetique et de Nutrition de l'Université de Montréal, Dr. C. Hollenberg, director of the Division of Metabolic Diseases at the Montreal General Hospital, and Dr. J. Campbell, assistant director of the Food and Drug Control bureau of Ottawa.

Since the problem of overindulgence in some areas while starvation exists in others is common to all, everyone is invited to attend this conference.



The Conference on Food and Health

Thursday, Feb. 13 8 pm

Martin Theatre

McIntyre Medical Building

Are you concerned with course changes?

Course Guide/69 needs you!
GENERAL MEETING

3 PM

TODAY

Union 411

POST-GRADUATE STUDENTS' SOCIETY

Applications are called for a

Post-Graduate representative to the Library Liaison Committee

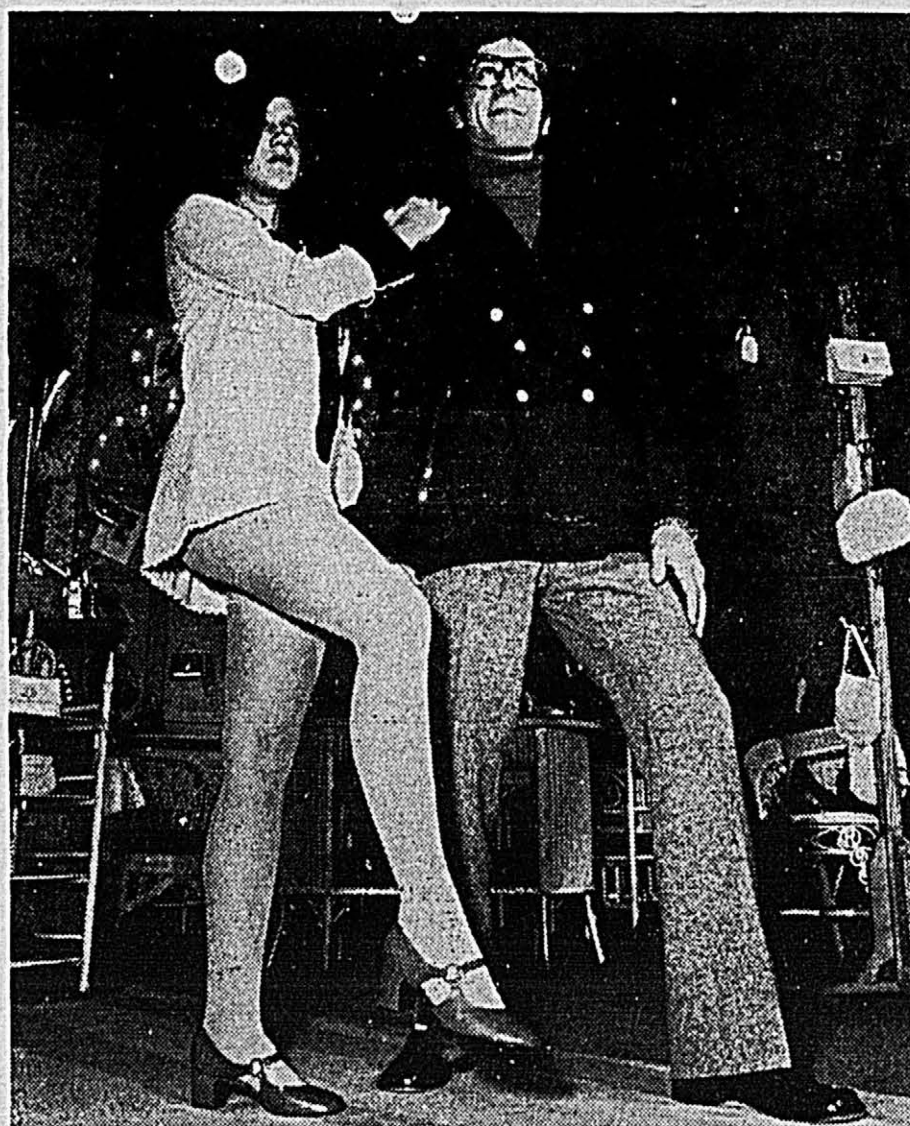
This committee acts as a bridge between students and faculty, and the library.

Interested students are requested to address their replies to

John Kittredge

External Vice-President, PGSS

and deposit them in the PGSS box at the University Centre Switchboard.



The Villager Shoe Shoppe

Romeo and Juliet in LOVE LEATHERS

Juliet by Brayco in black patent, tan pearl, raspberry only 14.99.

Romeo our new Adams Apple Shoe Boutique for the beautiful He's. Come and see. Prices range from 25.00 to 40.00

The Adams Apple Boutique only at 1478 Peel Street, 5218 Queen Mary Road and 110 Sparks Street Mall in Ottawa.

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5218 Queen Mary Road, 1478 Peel Street, Place Victoria, Fairview Shopping centre, Les Galeries d'Anjou, 110 Sparks Street Mall in Ottawa.



Daily photo by Morrie Altmejd

Harry Cowen, chairman of the Political Science Association, Stan Gray, and student Senator Peter Foster (from left to right) at yesterday's rally in support of Gray.

Poli Sci faculty awaits charges against Gray

by Robert Wallace

Members of the political science section contacted by the Daily yesterday for comment on the administration's move to dismiss lecturer Stanley Gray were unanimous in not wanting to make a statement until they had heard the charges against Gray presented at today's hearing.

J. R. Mallory, chairman of Gray's department, and a member of the body which will hear Gray today, said, "I'd like to see what happens tomorrow." The political science section, last December recommended Gray be promoted to the rank of assistant professor. This recommendation has been approved by the Board of Governors.

Mallory was in Ottawa when the administration made its latest move and was not consulted in the matter.

Professor B. Nayar, when told of Arts and Science Dean Harry Woods' statement to Arts and Science Undergraduate Society President Paul Wong that Gray was being fired not for his activities but for his participation in the disruption of a Janua-

ry 27 Board of Governors meeting, said, "Then there is no question of academic freedom involved."

He added it would be "premature" to comment on the case because he didn't know "whether the administration's grounds (were) legitimate and what rationale Gray (had) to present".

Professor Michael Brecher wanted "to reflect a little more on this". He would have a statement to make in time, he said, and added that "we will have an opportunity to discuss this" in the political science section meeting Friday.

Samuel Noumoff, a member of Senate and one of the more outspoken liberal faculty members on campus, said he would "see what kind of evidence comes forward" at tomorrow's hearing before making a comment. He thought it was best to "cool it for the moment".

John Shingler also felt he was in "no position to comment". He wanted to talk to Gray and hear the charges before making his views public.

Congress to consider

Social responsibilities of engineer

With unerring regularity, student activists have pointed to the engineer as the symbol of maintenance of the status quo.

The validity of this charge should in some measure be revealed during the weekend program of the Congress of Engineering Students.

Opening Friday with a round table discussion on "The Engineer and his Moral Conscience", featuring Professor Laurier LaPierre, Leonard Hynes, President of Canadian Industries Limited, and Professor Edward Farkas, well-known opponent of the Vietnam war, the Congress is an effort towards "awakening the engineering student towards his social responsibilities".

The congress was organized in the spirit that "dialogue between students of different environments, views and language must be accomplished. Dialogue and compromise of ideology is the very essence of our society," states the Congress handbook.

Engineering students from across Canada have been invited to participate, and have submitted position papers on four topics: The Engineer and his Moral Conscience, The Role of the Engineer in the Corporate System, The Engineer and his Political Environment, and Engineering Education.

The papers will form the basis of the weekend's discussions, which will culminate in a plenary session Sunday, which will adopt various recommendations and resolutions.

The Congress is an attempt to

Hearing...

Continued from page 1

pluralistic university, which the administration itself cherishes.

"They are quite prepared to have people with Marxist ideas as long as they don't act on them," said Gray.

Gray defended his part in the disruption of the meeting of the Board of Governors as necessary action following the administration's refusal to discuss student demands for reform.

"Their only response has been disciplinary action against the one person they think is responsible".

analyse the conflicting forces which confront the engineer, and suggest ways in which the engineer can use his technical abilities without compromising his integrity.

The question of morality in the production of war materials, and

the engineer's responsibility in questions of air and water pollution are expected to come up for discussion.

In addition, the Congress will discuss specific modifications necessary in Engineering education.

U de M professors want representation

Two principal groups of Université de Montréal professors declared themselves in favor of greater student and faculty participation in the decision-making bodies of the university, to the Hurtubise-Rowat commission.

The Union of Université de Montréal professors and the association of U. de M. professors, recommended in each of their briefs that participation of the constitutive elements of the university community be largely increased.

The Hurtubise-Rowat commission, charged with studying relations between universities and the governments of Canada, was in Montreal, as part of its country-wide tour.

This commission is neither royal nor governmental, but was constituted in 1967 by four groups: the Association of Universities and Colleges of Canada, the Canadian Association of University Teachers, the Canadian Union of Students and l'Union Générale des Etudiants de Québec. Its work is financed by the Ford Foundation.

The formal object of the commission, that is the relation between universities and governments was not dealt with at all. The professors dealt mainly with the internal problems of the university, and in particular, with the participation issue.

The professors' union placed the whole question in a larger perspective of the social functions of the university. In their brief, they explained that the university had two main functions: a functional one to meet the demands of economic development of society and a more critical one to confront society.

The Union felt that the university would always be in permanent tension because of these two objectives. They did not deplore this, but rather, called it the means of development of the university. They felt the university should accept these conflicts as a condition of transformation and creativity.

In their brief, they stated that the structures of the university should reflect this conflict, and consequently, enlarge the participation to include all those which make up the university.

The Union realised the fearful reaction which often accompanies these new concepts in teaching, and the corresponding image that one might have of students. They felt that it must be realized that students were not merely clients passing through the university, but rather, that they were also the university.

Nominations have closed for Dean of Arts and Science and seven members of the university community, all professors, are in the running. They are Saul Frankel of Political Science, Donald Kingsbury of Math, Archie Malloch of English, Donald Theall of English, Robert Vogel of History, Harry Woods of Economics (and the present dean), and Leo Yaffe of Chemistry. The election will take place next Tuesday and Wednesday.

McGill Hillel Students' Society

presents

Prof. Robert Vogel

Chairman of the History Department

on

"The Nature of the University"

Friday, Feb. 14
1 pm

Hillel House
3460 Stanley St.

THE UNIVERSITY LIBRARIES COMMITTEE

invites library users to a meeting at which library policies and services will be discussed.

Thursday, February 13, 5:00 p.m.

Room 26, Leacock Building.

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MCGILL DAILY

Don't put out the fire — stop the fire alarm

Why the Administration has chosen to proceed in exactly the manner it did against Stan Gray is not clear. It has been trying to get Mr. Gray for more than a year. Nevertheless, it renewed his contract last November. And now, it suddenly decides that it has "sufficient cause to recommend his dismissal from the University," as the euphemisms of the official letter said.

It would be naive to suppose that it was an accident that the move was made at this time. Dr. Robertson is quite aware of the atmosphere that prevails in this city as a result of the tragedy at Sir George Williams. He has said he is not afraid of the possible consequences of firing Mr. Gray. Mr. Gray was handed his little note at noon on Tuesday, a few hours after the bust at Sir George. That kind of co-incidence is usually planned. Dr. Robertson's indignation is not only selective, but also carefully timed.

The Administration's pretext will no doubt be the Board of Governors incident of January 27. It has decided to single out Mr. Gray, whom it perceives as a leader of that and other actions. It may very well move later against the students who participated; it is waiting to see how this skirmish turns out.

The procedure will no doubt be legalistic and almost embarrassingly proper. There will be tribunals, hearings, juries of Mr. Gray's peers. Details of the January 27 affair, discussions of whether or not his part in that affair does in fact constitute sufficient cause for dismissing him from the University, will be the context in which Mr. Gray's fate will be decided.

The trouble is that those are not the issues at all.

Stan Gray has very definite and well-developed political views, which he makes no attempt to hide: he is a Marxist. One corollary of his political views is that McGill University in its present form has no right to exist. In his recent series of articles in the Daily, he described McGill's position as a willing servant of the privileged English minority in Quebec and outlined its role in the oppression of the French majority. He said that McGill was training a corporate élite whose interests are opposed to the interests of the Quebec people. He made proposals for the direction in which McGill should change — toward becoming a Quebec university and one serving the working class.

The Administration will say that Mr. Gray has every right to hold these views, and to express them in articles; what he does not have the right to do is disrupt Board of Governors meetings.

But one cannot separate goals from methods, and thought from action. If Stan Gray were to hold the views he does and not act on them he would be a hypocrite. Rocke Robertson acts on his views by laying charges against Daily staffers last year, by ensuring that Senate does not take a stand on the condition of Quebec's teachers, by moving to fire Stan Gray.

If Stan Gray is to attempt to have his view of the University and of society realized, there are certain things he must do. He must ally himself with the students, the only group in the University not firmly committed to the preservation of the status quo. He must participate in movements on campus organizing for the expression of radical views and action on radical issues. When the administrative rulers of the University consistently and systematically ignore the issues, he must confront them directly with those issues.

This is what Stan Gray has been doing since he came here in September, 1967. This is why he, and 150 students who feel similarly, disrupted the Board of Governors meeting on January 27. But this is not what will be brought up in the proceedings against Mr. Gray. The merits of his political ideas, the relative coherence and logic and correspondence to reality of his political position and Dr. Robertson's, will not be argued. There are certain standards of polite behavior, certain rules designed to protect the status quo, to which Mr. Gray did not conform. It will never be asked why not.

The Administration, confronted with demands that it deal with pressing social issues, can reply only with discipline. Given an issue, it answers "due process". That is a smokescreen that cloaks the fundamental refusal of the university to consider its basic position. Robertson will cling feverishly to his phrase "due process" — his letter to the university this morning speaks of following "due process" even if one disagrees with the position he took. In other words — not my position, not Mr. Gray's; the process is all. But the process does not transcend the issues; the process is a total circumvention of them. Mr. Gray will stand before the arbitration com-

mittee and try to explain why he participated in the disruption of the Board — because McGill is serving interests alien to the true idea of a university, alien to the society it purports to serve. The answer will be that "we are not discussing the role of McGill in Quebec". No. We are discussing respect of due process. Regardless of what the process does. The form is separate from the content, the process from the consequences.

But Dr. Robertson is not sticking to the "due process" myth because he is a decorous man, disturbed by indecorous conduct. He and the Administration are initiating a confrontation, and guaranteeing that the confrontation be one of power, not issues. This is an attempt not only to eliminate Stan Gray, but all the radical and reformist elements of the university. The charging of Mr. Gray serves only as the provocation.

Such a move is cynical, backed with no justification of thought, justified in no way by the presentation of issues, in contrast to the way Mr. Gray has acted — always within the context of deep, serious issues. But because Dr. Robertson initiates it, and because he is Principal, his power moves are "due process". Because Mr. Gray is not of the ruling body of this University, his is not due process. There is, after all, no due process outside authority. And when authority is challenged by issues, its reply is authoritarian, related in no way to the issues.

To deal with those issues would be to challenge the fundamental assumptions on which McGill University is based — assumptions which Mr. Gray does not accept. No matter how fair, how proper, how liberal the procedures may be, they will still be prejudging the case because of their failure to question those assumptions. It is meaningless to talk about academic freedom if the University can't tolerate Stan Gray. And, it is now becoming clear, the University can't tolerate Stan Gray.

To anyone who has believed in the basic decency and flexibility of liberal institutions, in the pluralist university, and in the possibility of effecting change from within the system, this should give pause.

Robert CHODOS
Mark STAROWICZ

Statement of position to Senate

The Selection of Executive Officers and Academic Personnel of McGill University

Submitted to Students' Council, last night by Students' Society President Robert Hajaly. Will be considered by Council at a meeting to be held before Senate's next meeting on Wednesday, February 19, at which time the report, as amended by Council, will be presented. Students are invited to suggest changes and amendments through their Councillors to Students' Council.

A. The Selection of Dean

1. Introduction

On May 31, 1969 the terms of the Deans of Arts and Science, Graduate Studies and Research, Agriculture, Law, Dentistry and Music come due. It is imperative, considering the crucial importance of several of these faculties, that the method of selection of Dean be revised before the advisory committees meet. Any such revision, if enacted after the selections are made, will be rendered inconsequential for the immediate years ahead.

The selection of executive officers was briefly discussed in the Students' Society's "Statement of Position on University Government" approved by Students' Council on June 3, 1968. Since then several developments have occurred having a bearing on this subject: 1. Faculties and departments either have or are in the process of including student representation on their governing bodies and of opening their meetings, this the result of an upsurge of student interest and pressure at these levels. 2. The Arts and Science Undergraduate Society has publicly demanded student representation in the selection of the Faculty's Dean, divisional Vice-President and department chairmen, and have proposed formulas for realizing this. 3. As a result of action on the part of Students' Society representatives on Senate, the question of student participation in the selection of executive officers is now before the Committee on the Continual Review of University Government, whose composition has yet to be determined. This brief effectively serves to instruct our representatives on that Committee.

2. The Importance of Student Participation in the Selection of Dean.

The importance of student participation in the selection of Dean stems from the influence of the position itself. Among the Dean's powers are the following: 1. He is heavily involved in the determination of final departmental budgets, i.e. in the allocation of resources. 2. At present he has discretionary powers with respect to the appointment of department chairmen and the promotion of academic staff. 3. He is chairman of Faculty and has a key role in determining its officers and the memberships of its committees. 4. He is in an excellent position, if he is not overburdened as an administrator and arbitrator, to suggest and initiate teaching and research programs, especially in the smaller professional faculties. 5. In general he exercises a sense of leadership over his Faculty, while at the university level he is often influential in the decisions of its Senate.

The Dean's influence helps determine, within the constraints placed by the availability and terms of operating, capital and research funds, the direction of development and orientation of his Faculty (allocation of resources, initiation and encouragement of departments, institutes, centres, programs of study, etc.), the relationship of its work to its social environment (tie-ups of research programs, orientation of curricula), and the relative emphasis between improvement of the teaching/learning process and concentration on research. Clearly students are directly and greatly affected by this influence. Consequently they have an interest or stake in

the determination of its direction - i.e. in the selection of Dean.

At present the Dean is chosen by representatives of senior faculty and statutorily must be acceptable to the business interests and mentality of the Board of Governors. Since he is involved in the appointment of future senior faculty through the mechanism of statutory selection committees the whole process can be seen as self-perpetuating and elitist in nature. This elitist aspect is reinforced by the closed and confidential nature of the selection process: the vast majority of university members, and most notably the students and junior faculty, are not able to propose candidates or criteria for choice, are not aware of the nominations actually forwarded, are hence not able to evaluate the nominees relative to their own conditions and views, and make representations and exert pressure accordingly.

In general Deans are chosen from among senior faculty who, by the very fact of having worked their way up the academic ladder over many years, have accepted and become socialized to (i.e. internalized), in fact have profited from, the university's present orientation and the social relations, within and without, that it upholds. This, taken together with the method and constituencies involved in the Dean's selection, tends to produce executive officers whose interests and views are generally in opposition to those of students and some of junior faculty. It negates the possibility of principled and progressive change.

Given these relations, the demand for democratisation arises not from an abstract principle of human rights, but out of the immediate necessity to counter these conservative forces and relations so as to achieve educational and social change. Not that the abstract principle is not legitimate; but rather that by itself it does not provide the energizing force behind demands for student representation. It is in this perspective that Students' Council reaffirms its belief that decisions should be made by those affected, and accordingly advocates specific changes concerning the selection process for Deans.

3. The Question of Competence

This question will be treated much more thoroughly in the section dealing with the selection of academic personnel. There are two observations, however, which should be made here.

1. Increasingly students are demanding and, at least to a limited extent, receiving representation on Faculty committees and Faculty itself. These changes both reflect and further create a pool of students within each Faculty who are knowledgeable of and have an informal interest in the affairs of their Faculty, are conscious of the issues coming before it, of the demands placed on its executive officers, and of the views and capabilities of individual members of faculty. These students will be able and increasingly want to take part in the selection of Dean. The participation of the student in the legislative affairs of the Faculty, motivated by the same conditions and forces that lead him to demand direct influence in the selection of Dean, will enable him to exercise that influence intelligently.

2. Under the present method of selecting Deans faculty members of Senate outside the Faculty in question are in-

cluded on the advisory selection committee. It is fair to say that a senior undergraduate student in the Faculty concerned (here understood as a student pursuing a first degree, whether in Arts, Engineering, Medicine, or Law), especially if he has participated in its legislative processes, would have at least as good, if not better, knowledge of the issues coming before the Dean, than the outside faculty member. The present composition of the advisory selection committee, and the final authority given to the lay Board of Governors, tend to directly contradict the implications of the 'competence' argument, and thus destroy its legitimacy.

4. Recommendations - A Note on Parity

The following recommendations are necessitated by and intended to change the conditions and power relations outlined above.

1. The selection committee should be representative of the different groups directly affected by its decision - the students and faculty of the Faculty whose Dean is being selected, and the university as a whole. The first two groups need no explanation. As for the third, if we accept that the University is associated with and affected by the activities of any of its major parts, that it has a right to influence the direction of these activities, and finally that knowledge is innately interdisciplinary, then the addition of the university as a whole is legitimate. Finally, the Principal should be added since, as Chief Executive Officer and representative of Senate, he has general responsibility for the University's direction and operation. He should have some degree of influence commensurate with this responsibility.

Specifically we recommend a Selection Committee composed of the Principal, four additional representatives of Senate, two chosen by the elected faculty members and two chosen by the student members; from the Faculty in question, three representatives chosen by the faculty, and three representatives chosen by the Faculty students' society.

Two elements here need explanation. The first concerns the ratio of university-wide to Faculty representation. The present procedure, at least formally, gives equality to these two elements. However considering the influence of the Principal and the final powers of appointment of the Board of Governors, the balance, in reality, is on the University's side. The proposed committee would be split 6-5 in favour of the Faculty. However the Principal's weight would probably ensure a real, as opposed to formal, balance of representation.

More important is the explicit recommendation of student/faculty parity (if the Principal is not taken into account) in the composition of the selection committee. There are several considerations which lead us to this recommendation: i) First parity does not imply that students are equally represented with faculty. The latter, in the average, would result in committees with a 15:1 student/faculty ratio. Students, in a sense, are being most generous to faculty in suggesting parity.

ii) The argument that students are here only for a relatively short time overlooks the continuity of student interest, i.e. that any student member of the committee represents not only the interest of students presently enrolled at the university, but also those of future waves of students whose con-

ditions, interests and views will be very similar to his. The fact that the individual student, as distinct from the continual stream of students, is here for a short period of time will, if anything, reinforce a preference for those Deans who will not waste time in initiating and pressing for progressive reforms, an orientation badly needed to counter the institutional conservatism and inertia of the University.

iii) It is argued that faculty have a vital and committed interest in the selection of Dean since it will affect the opportunities for academic development and personal advancement and the general conditions of their employment for several years, which is not true of students. However this ignores the fact that students are very often fundamentally affected or moulded in one direction or another at university, and that this lasts with them throughout their lives. Furthermore the faculty are much more oriented towards a world-wide discipline within which they are mobile than to a particular institution, whereas for the majority of students the reverse is true. For these reasons the students' stake in the direction of their particular Faculty or institution is objectively at least as great as, if not greater than, that of the faculty.

iv) Most important the establishment of parity on selection committees helps ensure that the Deans selected will probably be predisposed to initiating necessary changes and reforms; i.e. the balance of composition must be viewed as having real results in the probable orientation of the Faculty and is, in this context, a strictly 'political' decision.

v) Finally the difference between parity and lesser representation is that between power and influence. That is the parity arrangement will probably, although not necessarily, assure that a double majority, or in other words assent of both students and faculty, is necessary for any selection.

A corollary recommendation directed at faculty is that they elect as their representatives members of different academic rank. This is necessary to ensure that the more liberal views of junior faculty are represented as well as those of senior faculty. It should be clear, however, that this matter is for faculty to decide by itself, and should nowhere be specified in the Statutes.

2. We recommend that the choice of the selection committee be final, not subject to reversal by the Principal or Board of Governors. The present discretionary powers of the Principal and the Board of Governors contradict the concept of a democratic university. This recommendation becomes all the more necessary when one considers the present conservative nature of the Board. The idea that the selection committee must, in the end, suggest a candidate who will satisfy the representatives and leaders of the conservative corporate power structure contradicts the very notion of a university free and able to act as an agent of social change.

3. The next set of recommendations concerns the openness of the selection process; the substance of its rationale has already been presented. Under the present procedure, the vast majority of university members are neither able to propose, nor are aware of, criteria or candidates for choice, are therefore unable to evaluate either with respect to their own conditions and views, and to participate even indirectly through their representatives in their determination.

We suggest this is completely unacceptable to a university community which is supposedly open, and that it will have to be changed. The considerable support for direct election of Dean, using a scale of appropriate weights for different sectors of the university, results from a dissatisfaction with the present procedure. We are in considerable sympathy with this alternative method, but offer the following recommendation as a compromise.

The selection committee should meet openly, specific circumstances excepted, as determined by majority vote, in

which case public justification must be given. Time, place and agenda of meetings should be publicized. A list of all nominees should be available, and the criteria for selection should be explicitly considered.

There are several objections to an open procedure which should be considered. First it is maintained that such a process would discourage some potential candidates from putting their names forward or accepting nomination. However there is little or no actual evidence supporting this contention, precisely because the situation has not yet occurred. We suggest that considering the importance of the office of Dean an interested candidate would not be so easily deterred. Even if

stituents' interests, and obtain clearer answers. Unfortunately, these are both matters for speculation, as there is no present body of evidence. However a few considerations should be stated here. First, concerning the candidate, he is more likely to have good faith in a committee which has openly and fairly discussed him, than in a confidential one whose evaluation he is not aware of, and therefore against which he cannot defend himself. Concerning the members, they should not voice privately opinions they are unwilling to substantiate publicly. Finally, openness is partly a question of conditioning; if there is some tenseness or awkwardness at first, this will probably disappear with practice and familiarity.



DEAN HARRY WOODS



DEAN STANLEY FROST



DEAN MAXWELL COHEN

The terms of these three gentlemen expire this May, and students have been trying to get on the committees to select their successors. In Law, they want Maxwell Cohen back, and they will probably get him. In Arts and Science, students will give their preference for dean in a poll to be held next week. And in Graduate Studies and Research, Stanley Frost has said he doesn't want the job (unless drafted), and so the field is wide open.

the above consideration were true to a limited extent, its effects would not be undifferentiated. That is, it would discourage more those candidates averse to working under scrutiny in an open process, as Deans will be increasingly required to do, than those who are not. In this sense, the open procedure has a positive screening effect. A candidate's future 'constituents' have a right to hear and evaluate his views, however vague, concerning their Faculty and its future direction, and this should be a minimum requirement for his consideration by the committee.

One case in which an open procedure may significantly discourage a candidate from applying is that of Dean of the same Faculty at another university. The selection committee could vote, in such circumstance, to close the meeting at which this person would be considered, and to keep secret his name. However such a decision would be the exception and not the rule.

The second objection is that an open process would destroy much of the effectiveness of the present confidential system resulting from frank questioning and evaluation of personalities in relation to the office's job requirements. Conversely, the presence of constituents may induce committee members to pose explicit questions reflecting their con-

A third objection to openness is that what is really needed is good faith in the committee's members, not a change in procedure. The reply is that good faith is not a pre-condition to wait for, but a sense of confidence that must be earned, both through a change in the committee's composition, and in its procedure.

4. Finally we recommend that no selection committees be established until their powers, composition and manner of proceeding are revised. The importance of this at this specific time cannot be overestimated. Considering that the Deans of Arts and Science, Graduate Studies and Research, Agriculture, Law and Music are up for renewal any attempt to push through these committees before revisions are passed would appear as an attempt to put off as long as possible the major effects of such changes, to be exact, for five years. It would be viewed by members of the university, and most specifically by students, as an act of bad faith. If necessary, the terms of the present Deans should be extended by one or two months by a special motion of the Board of Governors in order to allow time for the newly composed committees to deliberate after statutory changes are made. If this is not possible, then caretaker Deans, for example the present Vice-Deans, should be appointed for the same period of time.

B. The Selection of Divisional Vice-Deans, School Directors and Department Chairmen

Most of what has been said concerning the selection of Deans is applicable to that of other executive officers. The major difference is in the constituencies or groups represented on the committee. One major consideration is the necessity of democratically representing the unit (Division, School or department) whose head is being chosen, while at the same time including representatives of disciplines that are related but nevertheless distinct. As stated above this is based on the recognition that knowledge is innately interdisciplinary, that the work of one department or similar unit affects that of an-

other, especially if they are in the same Faculty, and that therefore other departments or divisions have a legitimate interest in the work of the former.

The following general formula is recommended: The selection committee is to consist of the Dean of the Faculty in which the Divisional Vice-Dean, School Director or department chairman is being chosen, two representatives chosen by the faculty of the Faculty, three representatives chosen by the faculty of the unit whose head is being selected, two rep-

resentatives chosen by the Faculty students' society concerned and three representatives chosen by the student association or union corresponding to the lower unit (or, where one does not exist, the students - graduate, honours, majors or cognate). As recommended before all ranks of faculty should be represented, although this should not be specified in the Statutes.

The above recommendations concerning final powers and openness of procedure are perfectly applicable and should also hold for the selection of officers to any of these positions.

C. The Selection, Promotion, and Dismissal of Academic Personnel.

1. Introduction

At present several departments in Arts and Science, notably English, Sociology, Political Science and Philosophy, have agreed to have students sit on committees dealing with new appointments. However there has been more general

faculty opposition to this aspect of democratisation than to any other. This is understandable since, as will be shown below, student participation in the selection and promotion of academic personnel constitutes the most effective form of influence students can exert on the type of education they receive.

There have been several indications of this faculty sensitivity. On Dec. 18, 1968, the student senators moved that Sen-

ate ask all Faculties and departments to consider the question of student representation on departmental and Faculty committees (where the Faculty is the hiring unit, as in Law) handling new appointments and promotions of staff. This innocuous motion, and a subsequent one on the composition of statutory selection committees for full professors, were both tabled until Jan. 31, 1969 in order to allow the McGill Association of University Teachers time to develop its position

on them (no mention was made of the Students' Society). The deadline has been passed, and in view of the importance of this matter we urge Senate not to postpone its consideration any longer.

2. The Issues at Stake: The Uses of this Form of Student Participation

It is increasingly obvious to students engaged in reforming departments and Faculties that they will remain in a thoroughly disadvantaged position until they are able to participate in determining their faculty — i.e. those from whom they will learn. Several considerations lead to this conclusion:

1. Enacting curriculum changes such as course and option additions is meaningless unless you can also hire professors to teach these courses and options. Many newly initiated courses listed in the various Faculty Announcements are not given in any one academic year, either because there is no professor competent to do so, or the only such professor is on leave of absence, or there are not enough funds available and the faculty is not willing to hire a new professor by re-allocating resources from less necessary, valuable or otherwise desirable courses since the latter are given by several of the faculty's members present.

For example if Bachelor of Education students wish to take courses on the decision-making structure of the public school system, the problems of initiating and carrying through major educational reforms, professional upgrading and democratisation, or the relationship between social class and the quality of education received, they may find no-one able to adequately give these courses. The same is true, for example, of courses in Engineering on the alternative uses of technology and the relationship of these alternatives to social development in different regional or national milieu, the determination of actual uses through corporate decision-making, the criteria used, the power structure involved, the (lack of) participation of engineers and other employees in this process, and its possible transformation. Engineering students may desire a closer relationship between theory and practise, and that they be taught a complete systems approach to engineering decision-making, including full consideration of ecological factors and social and human needs.

Students working at the department or Faculty level could institute a myriad of courses that should be taught at the university, that should in fact replace much of the present stultifying material. Only this process is useless unless they can hire professors with the right background to teach such courses.

2. Even if there are professors who can teach courses which are needed, students may find their approach or orientation towards the subject either partly or completely unsatisfactory. In such cases the outdated, irrelevant or incorrect approach must be replaced by a different one, or at the very least an alternative added. Any attempt on the part of students to effect such changes by altering curricula will fail. What is needed is the addition of new staff with a less conservative, more incisive, even radical approach to the subjects they are teaching. For example in an honours science course, it may be eminently desirable to enact required courses analogous to those suggested for engineering above. However this is insufficient, since it is clear that any adequately educated and responsible faculty member should be able to incorporate, in an integral and analytical fashion, these areas into his approach to his courses, his choice of subject matter, texts, lecture material, in the laboratory experiments and problems assigned, and in the examinations set.

3. On the subject of teaching vs. research: At present large sums of research grants and contracts are given out by the government and large corporations, especially to the sciences, medicine and engineering, for what may be termed the piecework of the military — industrial — academic complex. In addition many professors do consulting on the side. Granted that these conditions are worse in the United States than in Canada, nevertheless they are becoming increasingly serious over here.

The result is that the "payoff" in terms of funds, office space and laboratory facilities, research published, standing within a world-wide discipline and promotion within the university with subsequent raises in salary is so overwhelming that it increases the imbalance in time spent in research as opposed to teaching, induces a certain carelessness and incompetence in the presentation of material to students, reduces the time spent with them outside classes, and creates and reinforces criteria used in the selection and promotion of staff which (the former) are opposed to the general interests of students. Last, it helps create and transfer into the teaching of subject matter an ethos of fragmented research centred around the limited insignificant problems of interest primarily and peculiar to a specific discipline as opposed to a broader interdisciplinary approach in the interests of human need and advancement.

Within the constraints placed by external financial pressures on the university, there are several ways of meeting this problem, some of which can and should be initiated by Senate and its committees. One very simple but effective approach is to include students on departmental and Faculty committees handling new appointments and promotions (presuming that such committees are created where they do not now exist). Student representatives would place a higher value on quality of teaching and ability to teach, especially over research which was narrowly disciplinary, and would probably translate these preferences into criteria used, among others, in determining new appointments and promotions. The very knowledge of this among faculty and prospective new appointees, as well as its direct application, would serve as a countervailing force to the financial power of the government and the corporate structure, buying power which students cannot hope to match.

4. University research, however, must not be viewed

as an undifferentiated mass. Some research, as stated above, is narrowly disciplinary inasmuch as it asks questions or solves problems of interest only to the discipline. Going further, other research, or at least the foreseeable use of its results, runs clearly counter to the advancement of man, in that it aids regressive or destructive or at best useless purposes of governments and corporations (which is not to imply that this is all that governments and corporations do). In the other direction some university research, admittedly rare, is engaged in posing questions and providing solutions and in developing insight and understanding into areas relevant to the needs, social and human, of man in general and of the university's surrounding milieu in particular.

Students have a legitimate right to influence the impact of their university on society, as well as vice versa. The present ethos of society and the university rules out directly forcing professors or professionals to do particular sorts of work (although this ethos has very little effect in preventing the setting of compulsory requirements for students. Hence the most legitimate way of influencing the area or nature of research work done at the university is to select professors according to criteria concerning the type of research they are engaged in, among other factors.

More specifically, this has two side-effects of immediate impact on students: (i) The type of research a professor pursues helps determine the courses he is interested in teaching, the approach or orientation towards the courses he agrees to teach, and the (lack of) interest he brings to them. Although this process could conceivably work in reverse (i.e. the nature of courses taught influences the type of research done) it is certain in any event that there is a remarkable degree of similarity between the two.

(ii) The second side-effect especially concerns post-graduate students. Since a post-graduate student needs a research director under whose supervision he does his research, it is quite likely that he will choose his research in areas where the department's professors are able to offer guidance, and assimilate the orientation or approach of the professor (or bear it). Since the post-graduates become the next wave of professors the system can be viewed as (perniciously) self-perpetuating.



STANLEY GRAY

The Administration is trying to fire Political Science lecturer Gray despite his unimpeachable academic qualifications and glowing recommendations students gave him at a rally yesterday.

The two above "side-effects" constitute ways in which both undergraduates and postgraduates are directly affected by the areas or nature of research done by faculty. With respect to the second effect an undergraduate intending to go into postgraduate studies and research has the same legitimate interests as the post-graduate already there. Those who maintain that students can go elsewhere where the fields of study or approach are different overlook that students, and more specifically undergraduates, are not nearly so mobile as their more affluent professors, and often have to live with their parents, or in the same city; and second that they do not generally know the specific orientations and fields of study in other universities. Moreover certain areas of concentration in the major Faculties of the university are pervasive to a remarkable degree throughout North America. Within this context, mobility is somewhat meaningless.

5. Finally any faculty addition to a department shifts its overall balance. Inasmuch as he takes part in departmental meetings, is in effect a "legislator" for the department like all other members of faculty, and influences the development of curriculum, the selection of new staff, etc., his area of interest and his view towards his discipline and its potentialities are of legitimate concern to students since the latter, as part of the same department, are thereby affected. This constitutes another aspect of the importance of student participation in the selection of academic personnel, and another criterion of choice.

3. The Question of Competence

The main objection made explicit by faculty to student participation in the selection and promotion of academic staff is that they lack the competence to do so intelligently. Several passing remarks on this question were made with respect to the selection of executive officers. What follows is a more thorough analysis.

The fight for democratisation originates with those sectors of the student body and those students most dissatisfied with their present education and the university's other activities. This does not imply that other students would not support those in the forefront, but simply that they would not initiate demands by themselves.

This relationship is not accidental. While democratisation, fully understood, is inherently desirable inasmuch as it provides a progressive model for all sectors of society, within the immediate context of the university it should be viewed most importantly as a practical strategy for change. The desire for change presupposes knowledge of and (conscious) dissatisfaction with the status quo, and the perception or development of superior alternatives in large part derived from that knowledge and dissatisfaction. This brings us to the question of competence.

For a member of a selection or promotions committee competence depends primarily on the ability to obtain and evaluate information. The students in a specific department or Faculty who, through their own effort, achieve democratisation at their level including participation in determining new appointments and promotions, are by the above analysis able to evaluate the necessary information (given that it has been obtained) since they have a normative framework with which to do so. Once students become fully aware of the importance, or what is equivalent the uses, as outlined above, of this form of participation they will be able to exercise the resulting influence intelligently and effectively. The condition which leads to the demand for democratisation in this area enables one to practise it — namely the development of consciousness; and this applies to faculty as well as students.

It is for this reason that there should be no university-wide rule concerning student participation in the selection and promotion of academic personnel. On the one hand legislation preventing this form of participation would in general be blatantly repressive and in particular would violate the integrity of several agreements concluded between students and faculty in individual departments. On the other hand a ruling enforcing this would impose an artificial sense of participation on sectors of students who felt, at least on a conscious level, no particular need for it, and were not sure what they wished to accomplish with it — i.e. how it should be used. Agreements should be reached on an individual departmental or Faculty basis. Senate's only role is to approve the concept in principle, and to encourage or ask departments and Faculties to accede to the legitimate requests from the students within them for this form of participation.

The other aspect of competence is technical and can be solved accordingly. Information can always be obtained concerning a prospective new appointee's university education including his research thesis, his research and publication interests and record, evaluation of his teaching ability (presuming a Course or Teacher Evaluation Guide exists) and his general area of interest within his discipline. Written references and a personal interview can fill the remaining gaps. In the case of a faculty member presently employed in the department whose re-appointment and promotion are being considered it is quite likely that the other faculty members are more aware of his research activities than are the students. But it is also true that the students are more knowledgeable as to his approach and orientation towards the courses he teaches (them), and the (lack of) quality of his teaching. In fact faculty may have little or no idea of these factors since they do not take courses from each other, which is one of the reasons why at present they give them correspondingly little weight in considering promotions.

The only possible charge that could be brought against students is that of false consciousness: viz. "they may think they know what they want, in fact are able to articulate it in fairly precise terms; but this does not mean that they are right, and furthermore considering their lack of experience they are quite probably wrong, or at least misguided". The trouble with this charge is that it could also be brought against faculty, with the difference that "lack of experience" is replaced by "excessive degree of socialization". In neither case could such a statement be proved, and furthermore if it was arbitrarily presupposed in either it would undermine any basis whatsoever in believing in a democratic process as applied to the university.

The only solution is to allow both groups to participate in the determination of staff and should the charge in either case be correct this will be revealed. Conversely if the charge is being used consciously or unconsciously by the faculty to mask a real division of interest existent at the university and so suppress the students from achieving a degree of power this will also be revealed. The alternative is continued alienation for those students who cannot give effect to their conscious aims.

It is an interesting comment on the competence argument that the present statutes give the Board of Governors, a body of laymen, final authority over appointments and promotions;

that they place on statutory selection committees faculty who are completely outside the discipline for which a professor is being appointed, and who probably know less of the requirements of that discipline than do senior undergraduates within it; and that in general the Statutes do not give to faculty, with the exception of departmental chairmen and Deans, the explicit right of suggesting new appointments and promotions.

A further aspect of the competence argument alluded to above is that students lack the experience that faculty members have acquired to intelligently participate in the selection process — i.e. that faculty have experienced the learning, teaching and research aspects of university life whereas students have not. Against this it could be quite legitimately charged that what has happened in fact is that faculty, especially those in senior ranks, have become socialized to conducting research in a narrow discipline-oriented system dealing with minute problems of interest primarily to their discipline, or to those who presently control corporations and governments; that they have become socialized to the status quo as a whole, have profited from it to the extent that they have little desire to fundamentally change it (see section C. 2. 3.), and in general are biased by and in support of it.

The faculty have forgotten the subjective experience of being a member of the student mass — the "lumpenproletariat" of the university. Moreover objective conditions have changed in that universities were nowhere as big for faculty as students as they are now. Faculty's world outlook and values, moulded in former periods and under different social circumstances, are in many cases no longer valid for present conditions. One important result of all these factors is that there is too great a tendency among faculty to select and promote those staff who fall into familiar moulds or types. In this context the "experience" argument is ultimately little more than a conservative plea for the effective furtherance of the status quo.

4. Contractual Relations and Professional Certification

One objection to students negotiating this form of participation in individual departments is that it involves contractual relations affecting the faculty as a whole, and that this matter should be settled at a university-wide level, with the McGill Association of University Teachers (MAUT) having the predominant voice. There are two fallacies in this argument. 1. The contractual relations agreed to between a new appointee and the university clearly do not include how he is to be selected when he has already been appointed. The only matters of interest to this paper that they can cover are the methods of determining re-appointments, promotions and the granting of tenure.

The present Statutes give only the Deans and the Principal explicit rights of recommendation concerning these matters to the Board of Governors, with the exception that the Principal must consult a statutory selection committee before recommending the appointment of a full professor. Subsequent regulation of the university, as summarised for Senate by Dean S. B. Frost (document dated Oct. 21, 1968), have further specified necessary procedures to be followed within the framework of the Dean's statutory powers. For example, it is necessary that any appointment to the rank of associate or full professor, or re-appointment with tenure, requires the approval of a Faculty Promotions Committee whose structure (quote) "is determined by each Faculty in the light of its own practices and situation..."

We suggest, in accordance with our previous analysis concerning the question of competence (see section C. 3.) that this practice be continued, viz. that university-wide contractual relations concern themselves only with the standard terms of length of appointments to different ranks, the necessary procedures to be followed for granting tenure, etc. (e.g. similar to the regulations proposed by the Canadian Association of University Teachers) and that they leave to the Faculties and departments the responsibility of determining the composition of their particular committees handling these matters, in accordance with the wishes of their students. Considering the long-standing wide divergence among different departments of faculty participation in the selection and promotion process, any attempt now at insisting upon uniformity would appear as unduly discriminatory and as an act of bad faith directed at students.

2. Given that there are some matters involving contractual relations with faculty which would be determined at the university-wide level, it is then fallacious to argue that the MAUT should necessarily have the predominant voice in Senate's decision, as these matters may affect students to an equal degree. The latter would be true, for example, of a decision to reduce the obligatory (contractual) teaching load of full-time academic staff. In fact the above argument is analogous to maintaining that the Students' Society should have the prevailing voice with respect to student discipline. Even though the faculty has no direct role to play in matters of discipline (the administration enforces it and the students bear it), they do have an equal right to participate in determining the regulation of its use since it is one of the factors influencing the conditions under which they work.

It is also maintained that the selection of staff is equivalent to professional certification, and that a professional association such as the MAUT has preeminent rights in determining or regulating the necessary qualifications which must be satisfied or at least the method under which such certification is to be granted — i.e. the determination of those who may be involved in the selection process.

This argument rests on two false assumptions. 1. It assumes that the MAUT or for that matter the CAUT is equivalent to a professional certifying association such as the Quebec Bar. However organizations such as the latter are recognized

in law as certifying bodies and the requirements for certification that they recommend and enforce are formally enacted as provincial legislation. This is not true of the MAUT, the CAUT or FAPUQ. Related to this is that there are no definite criteria of certification for university professors. Increasingly a Ph. D. is required, although some faculty have lesser qualifications, while other applicants with a Ph. D. are refused. (It is significant that there is at present no formal teaching ability requirement — i.e. a course of study including practice).

2. Even if the MAUT or its parent CAUT were analogous certifying agencies the assumption that selection is equivalent to certification is false since a candidate refused selection at this university may be accepted at another. Organizations such as the Bar concerned with certification do not regulate or fix the method by which lawyers are selected by a given corporation, or doctors by a hospital and so on. They merely determine whether or not someone may be hired in a professional capacity — i.e. they certify him. The selection of professors at a university is equivalent to, for example, the selection of engineers in a corporation, the regulation over which the professional certifying association or its local chapter has no preeminent rights. This is not to imply that the MAUT should not have a major voice in influencing how professors are selected. However the maximum power it could ever exercise is a veto over individual professors, if it was a closed-shop union, which it is not.

5. Politics, pluralism, and the Selection and Promotion of Staff.

Another objection to student participation in the selection and promotion of staff, and one emanating particularly from the humanities and social sciences, is that students would use political criteria in a rigid way to eliminate certain intellectual streams in a fashion analogous to the McCarthyite smear in the 1950's against left-leaning faculty. However this argument misses the mark. Clearly a man's overall approach and orientation to his discipline and to higher education in general are among the several legitimate criteria on which selection must be based. Inasmuch as they are a reflection of and influenced by his general political views or "weltanschauung" the latter will implicitly and indirectly have a bearing upon his selection. However it is the former and not the latter which should be evaluated in the process of that selection.

It may in fact be desirable to have a variety of approaches or orientations to a discipline, given that they are all attempting to understand and solve the main conditions and problems facing man in society within the scope of the discipline or profession. This is especially so from the viewpoint of a dialectical theory of knowledge in which the tension between thesis and antithesis produces a synthesis which is an advance over both. Even if one holds that a certain approach is correct to the exclusion of another the conflict between the two resulting from the use of both should, at least theoretically, result in the false consciousness created by the latter being exploded by the former.

All this however is a somewhat academic problem when it is considered that most, if not all, departments do now have a definitely biased or one-sided orientation imposed by the faculty on the students — a reflection of corporate liberalism that ultimately seeks to preserve the fundamentals of the status quo. In this light pluralism must be seen as one value among many, under whose guise at present a near monolithic orientation is preserved and furthered, and which can at any time, quite legitimately, be reversed or at least neutralised by the addition of students to the selection and promotion process i.e. by a decision-making mechanism including those who must either assimilate or bear the orientation, rather than just those who give it out and thus perpetuate it.

6. Concerning Dismissal.

It has been alleged that students who participate in the selection and promotion of staff will also insist on the arbitrary right to dismiss professors, and will use this power or its threat to lower academic standards and procure other favours. This contention ignores two facts. First there is very little evidence that this arbitrary use of power is presently practised in any university (this is not to be confused for penalizing a professor for grossly unfair or prejudiced marking proved beyond reasonable doubt). Second it overlooks that student senators have already given notice of motion that no members of the academic staff can be dismissed, or refused renewal of contract against their wish, except for cause, that such cause must be written, state particulars, and fall within those forms of cause explicitly defined by a tri-partite Senate Committee on Standards and Sanctions; and last that fair appeal procedures exist. Dismissal or non-renewal of contract would be a matter apart from selection and promotion, although it should involve students to the same extent, and should be carried out under procedures designed to defend professors from any arbitrary or unjust action.

Contrast this with many universities where the administration or Board of Trustees (or Regents, Directors, Governors) may arbitrarily remove members of the staff for engaging in political actions on campus. The position advanced by student senators indicates that students do not intend to lower academic standards by using the power of dismissal or its threat, but rather to change so as to improve the composition of faculty by participating in the selection and promotion process.

7. The Effect on Faculty

In spite of the students' legitimate intentions a small number of faculty will nevertheless find the process of democratisation in this area and its probable effects so distasteful as to decide to leave the university. Others will be discouraged from entering. However at least as many if not more faculty, mostly of junior rank, will be attracted at the prospect of a democratic university committed to educational reform and social change. There will be little net change in faculty numbers, only a liberalisation in its overall composition, especially since those who chose to leave are apt to be more conservative. This qualitative effect is wholly desirable. The university will have no resulting difficulty in running, only it will do so for somewhat different purposes.

8. Recommendations

1. We recommend that Senate not enact a university-wide rule concerning the degree of student participation in the selection, promotion and dismissal of academic staff, since this should reflect the specific circumstances and needs within a department or Faculty, viz. the stage of development of student consciousness therein (as fully explained in sections C.3 and C.4).

2. But that Senate ask all departments, or where they are the hiring units, Faculties, to establish standing committees to deal, in the first instance, with the matters specified in Recommendation 1, such committees reporting to the department or Faculty as a whole for its approval; that where the department is very small the committee include all its members; that each department or Faculty accede to the legitimate requests of its students for representation on such committees, up to and including parity (student-faculty) composition, the student representatives to be chosen according to a method determined by their constituency (for a justification of parity, see section A.5).

3. That no member of faculty may be dismissed, or refused renewal of contract, except for cause; that such cause must be written, state particulars, and fall within the possible forms of cause to be explicitly defined by the proposed tri-partite Senate Committee on Standards and Sanctions, and made known to all members of the University.

4. That the decisions of a department or school with regard to new appointments to faculty rank, re-appointments, promotions with or without tenure, refusal of re-appointment or dismissal be subject to compulsory review by, or optional appeal to, the Faculty or its Promotions Committee, review covering the first three matters, appeal the last two; that a second appeal to a standing committee of Senate be permissible, this being especially important in cases where the Faculty is the hiring unit and no previous appeal has been possible; finally that no decision of a department, school or Faculty regarding these matters may be overruled by the department chairman or Dean involved, or by the Principal or Board of Governors. This entire clause is necessary to take out of the hands of one man any arbitrary and hence ultimately coercive power over his department and Faculty, and to place it where it belongs, namely in the academic body of the next order of magnitude, and away from an unrepresentative body such as the Board of Governors with its conservative and philistine views.

5. That Statutory selection committees be abolished. Such committees serve very little purpose as they merely ratify choices put forward by individual departments and Faculties; instead their function should be performed by the Faculty or its promotions Committee, and, if the Principal feels a reconsideration of a particular appointment is required, by the standing Senate Committee referred to in Recommendation 4.

6. That Senate ask all Faculties to determine the composition of their Promotions Committee according to the principles outlined in Recommendation 2; that the standing committee of Senate referred to in Recommendations 4 and 5 have a composition similar to that proposed by the Students' Society for the Committee on Standards and Sanctions.

7. That the decision-making process dealing with new appointments, re-appointments and promotions with or without tenure should be as open as possible. Specifically the discussion of general criteria should be held in the open, and the names of nominees should be accessible, although the final discussions may be closed, subject to an open review in the full department of Faculty.

There are three main reasons for the difference in openness between the selection of academic personnel and that of executive officers: 1. The latter entails a much greater degree of power than does the former, is much more of a public position with respect to the department or Faculty concerned, and is of correspondingly larger importance. 2. The position of executive officer is much more competitive in nature, and so it is only logical that more should be asked of and expected from nominees than in the case of selection of academic staff. 3. As a result of factors outlined in point 1 there is apt to be much more interest among members of the department or Faculty in the selection of their executive officer than that of one or two staff members.

8. That none of the above recommendations should in any way be construed as explicitly or implicitly supporting the present rank system imposed upon faculty. In fact the existence of ranks tends to alienate different sectors of faculty from each other, and to introduce an element of hierarchy and authority incompatible with the concept of an open university community. However we defer any legislation on this matter until it can be taken up later in its entirety, including the subject of tenure.

9. That Senate, mindful of its previous deadline, and the importance of the matters raised in part C of this brief, not postpone consideration of them any longer.

The social sciences:

"The level of the bull session"

There has been much discussion recently about the role of the social sciences, their ideological biases, and how dissenting views of society are treated. A major contribution to this discussion was an article by Noam Chomsky, professor of linguistics at the Massachusetts Institute of Technology and a frequent critic of his fellow academics, about the intellectuals' relationship with the centres of power in the United States. The article appeared in the Daily of January 24.

Here Professor Chomsky talks further about the social sciences. He was interviewed for the Daily in his office at MIT by Robert Chodos, Michael Ornstein, and Pat Sylvester.

Daily: In your article you said that the social sciences are used by the government to justify its policies. Could you explain this? Chomsky: The function of the social scientist is to legitimize political decisions by providing an air of objectivity. Take fallout

In the social sciences the principle of freedom of inquiry has to take precedence.

shelter policy, for instance: there's an upper limit for how many shelters you can build dic-

tated by the level at which the Russians get scared that you're planning a first strike. There's a lower limit dictated by the fact that you want to save some lives. But there's a wide margin in between. The decision of where in between you go is political. So, you decide how much you want to spend—say five billion dollars and get the social scientists to manipulate the data and work out what kind of program you can have. Then your decision looks scientific.

Have you ever noticed that when the pacification program in Viet Nam is brought up, it's described as a computerized system? Whether or not they use computers is irrelevant. If I said that I had ten men in a room with multiplication tables doing

the calculations it would sound a lot less impressive. But they always say it's computerized so it sounds more scientific. And the pacification figures—what do they say, 73.4% of the population under our control?—can be very easily torn apart.

Daily: Another aspect you mentioned was the impact of professionalization.

Chomsky: One effect of this is that interesting problems are defined in terms of techniques. There is a failure to distinguish between significance and feasibility. There is one captive population that is in danger because of this, namely the school children. One of the things that will be happening is that a specific educational technology, programmed instruction, will be introduced into the schools. What is taught will be defined by what this technology can test. The more general question of whether

One of the things the pretense of science does is to cover up the fact that we don't really know very much about society.

this is what you want to do with school children will never be asked.

Daily: Is it possible for the social sciences to be really scientific?

Chomsky: If there were scientific knowledge relating to public affairs, that would be very interesting. But there isn't. Social scientists don't seem to understand what science is. What social science does is to collect a lot of data and then to make predictions on the basis of those data. This isn't what the sciences

have been doing, at least since the Babylonians. Newtonian physics is important because it's based on intelligible principles that describe an interesting world in some deep sense, an interesting world that is related to the real world through a complex chain of inferences. It may very well have been that the predictions you got from Newtonian physics were not as good

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Daily: Is there such a thing as objective, detached scholarship? Chomsky: It's hard to have detached scholarship unless you're studying very boring things. If you say you are taking no stand, you are making an implicit endorsement of the status quo. All academic research has social implications. In macro-economics, for instance, Gross National Product may be considered a value-free goal. But there's nothing neutral about GNP. The cost of running Auschwitz, for instance, contributed to the German GNP. You may fail to draw the social conclusions; you may design a missile system and then say whoever wants to use this

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Chomsky: The social sciences are in a bad way. One of the things the pretense of science does is to cover up the fact that we don't really know very much about society. Behavioral psychology went on for forty years doing completely ridiculous things. For instance, you can do a reinforcement experiment with rats, and then you can vary the reinforcement schedule and do another experiment, and you can train other psychologists to do the same kind of experiments. But it isn't a very useful thing to be doing if you want to find out about animal behavior—or specifically human behavior.

This is one of the results of the professionalization of the field. Now professionalization is in itself a good thing, and in a field with rich intellectual content, like physics, it works very well. But in the social sciences it's used to protect the status of people in a field with weak intellectual content. There are two conflicting principles here, the principle of freedom of inquiry and the principle of professional competence. They're both good principles, but in the social sciences the principle of freedom

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LETTERS

Hangups about democracy

Sir,

I have a great deal of admiration and respect for those students who have fought for democratization, openness, and modernization of our university.

Indeed, these people have greatly influenced my thinking during my years at McGill. I have come to accept many of the doctrines for which they have been fighting as essential. I have often worked along with them towards these ends.

On occasion, however, I have disagreed with them: sometimes most vigorously. Cer-

tainly those who are striving for freedom of speech in an oppressive society recognize that they, too, must be willing to accommodate those who do not always agree with them.

It therefore came as a great shock to me when McGill students, who had been snubbed by the Administration and were holding a meeting to discuss what to do about those who would not entertain their views on Senate, saw fit to expel me (and others, too, I understand) from their deliberations.

Surely those who are prepared to occupy the Principal's office to open a meeting must recognize the necessity of opening their own. Surely those who have worked so long for democracy in the university must be willing to practise it themselves (they were obliged to vote three times before they could muster enough votes to ask me to leave). Surely those who believe the students should have a role in the university

recognize the necessity of sharing that role with all the students.

This experience has not changed my attitude. I still believe the student must participate. I still believe the university is in dire need of radical reform.

It has caused me to stop, however, to ask a few questions. Are these students who seek to do so much for us really interested in the students? Or are they merely another elite seeking to replace the present one in power?

Are they interested in democracy? Or are they seeking to impose their views on the rest of us, however right their views may be?

Free speech. Democracy. Open meetings. Student and worker participation. These are all noble phrases. Indeed they can often be heard echoing through the rhetoric and constitutions of the world's most oppressive regimes. But they are just that. Echos.

Until I receive some answers to my questions, I cannot help but feel that there is much wrong with the student movement at McGill.

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CLASSIFIED

These ads may be placed in the advertising office at the University Centre from 9 a.m. to 4 p.m. Ads received by noon appear the following day. Rates: 3 consecutive insertions — \$1.50; maximum 20 words. 7c per extra word.

FOR SALE

KOWA SER.1967, 35mm, F2.0, detachable lens, fully automatic plus Cavalier-electric flash, \$100. Jake — 688-1712.

UHER 4000 REPORT. Perfect working order. Portable, monaural with recharger — adapter, \$175. Call 849-7296. #6 or 747-7688 to leave message.

200mm F/4 Auto-Nikkor Lens for Nikon, Nikomat. Phone 288-2441 day, 849-9893 night.

METAL SKIS — 210cm, must sell, about 50.00. 849-5445, after 6 pm.

BLOW MY HORN. \$60/best offer buys good condition clarinet. \$10, gets Kodak 104 camera. Allan 484-5631 (Hi Rose)

BOOK FOR SALE. \$13.50. Grant's "Method of Anatomy". 2 months old, but not used. (i.e. new 7th edition) 288-6808. 7 pm only.

HOUSING

SUMMER HOUSING — spacious, two floors, seven rooms, 15 min. walk from McGill, reasonable, 288-2386, evenings.

WANTED — 3 1/2 apartment May to September. Downtown. 488-8739 after 7.

SUBLET MAY 1st to early September. One bedroom and large colorful kitchen. \$15. a week. Milton near Aylmer. David: 845-7453.

BEAUTIFUL WALL TO WALL carpeted rooms suitable for two. \$72. Ideal for quiet study. Excellent meals if desired. Also single rooms. 1 minute to campus. 844-0825, 3581 University St.

CENTRAL WESTMOUNT. 4 1/2 room apt. Reasonable. Newly decorated. Bright Walk-down 3 steps. Heated. Light supplied. Frig and electric stove. Separate entrance. Laundry and storage room. Phone 932-4707.

ESPLANADE 5431 — 5 1/2, 5429 — 6 1/2; Upper corner St. Viateur \$80. Teachers, students welcome. (May) Take park Ave. bus (80 or 128). Phone 274-5829.

LOST

IN MEDICAL LIBRARY: "History of Art", Janson and notes. The exam is over now. Leave with porter or call 849-9867, Willa Beddoe.

MISCELLANEOUS

THE ENGINEERING CONGRESS will sponsor the first public appearance of LISSA, ALISSA and company. Union Lobby, Friday, 2 to 5:30 pm.

RUSHING SMOKER, TEP Fraternity, 525 Prince Arthur W., Thursday, Feb. 13, 6 — 8 pm. All welcome. Get yours while they last.

ALL TYPES OF SEWING and alterations at reasonable rates by seamstress in own home next to Union. Phone 288-5679.

OPEN HOUSE, TEP Fraternity St. Valentine's Party, Sat. Feb. 15, 8:30 pm, 525 Prince Arthur. Featuring the Mynd, free admission.

HEAVENS TO MURCATROYD, it's Ruddigore — Feb. 26 to Mar. 1; Moyses Hall; 8:30 pm; tickets — \$2. Union Box Office; McGill Savoy Society.

AIRPLANES — antique claptrops of all types. Cheap (75 cents). Guaranteed laughs. Thursday evening 6 and 9 pm, L-132.

SEE AND DISCUSS FILM "No Reason To Stay", a critical view of our school system, 8 pm Sun. Feb. 9, Augustana House, 3483 Peel.

HAPPY V.D. to all we know in the Royal Wenchery, Pjt & Wart.

GARAGE FOR RENT, 3476 Aylmer, available immediately. Call 288-0850 anytime.

MOC: Ski Trip to Mont Echo, Sun. Feb. 16, 7:30 am, Roddick Gates. Tickets at Union, \$5.50. Rick 721-6874.

DANCING, liquor, band (oriental atmosphere) Sat. Feb. 15, Hotel LaSalle, 1240 Drummond St. (from 9 pm to 2 am) \$2.50. Ask for Robert.

RIDES

CARS AVAILABLE: Toronto, western Canada, Maritimes and Florida. No charge, current license. Age 21 or over. Cal. Montreal Drive-Away Service Ltd., 4018 St. Catherine St. W. Montreal 937-2816. Call anytime.

TWO GIRLS WANT a lift to Quebec Friday. Call 935-8523, Room 26.

RIDE WANTED TO QUEBEC Winter Carnival Saturday morning by 2 or 3 people or rent car, share costs. 849-5445.

TYPING

MANNY'S TYPING SERVICE: Theses, term papers, manuscripts etc. Accurate and reliable. Phone 933-7411. Manuel Bernhaut.

TYPING SERVICE 481-2512. From 25 cents per page. Fast, accurate. Theses; term papers; essays; stencils; letters; reports; manuscripts; notes.

EXPERIENCED LEGAL TYPIST. Fast, accurate service on an IBM electric. From 25 cents per page. Call 481-1384.

PROMPT and expert bilingual typing — theses, reports, term papers — on IBM. Phone 932-1035.

LEGAL SECRETARY WANTS TYPING. S.C. M. Electric Typewriter, 4 years experience. Call 525-7301 after 7 pm. H. Ward, 1950 Sherbrooke E.

FAST, accurate typing term paper, thesis, English or French. Also excellent English/French translation. Call 681-9722, Mrs. Hozer.

WANTED

A PERSON QUALIFIED in computer programming wishing to combine programming with business experience. Call McGill Student Entrepreneurial Agencies, 392-3094.

The McGill Flying Club Presents

"THOSE MAGNIFICENT MEN IN THEIR FLYING MACHINES"

Thursday, Feb. 13

L-132

6:15 & 9 p.m.

Tickets available at the door, or at the Union box office - 75 cents.

McGill Red & White Revue presents

"ODYSSEUS, WON'T YOU PLEASE COME HOME?"

(An original rock-musical comedy)

FEB. 6-15 MOYSE HALL - TICKETS NOW ON SALE AT THE UNION BOX OFFICE



"All in all... a good show"
— McGill Daily

Stop reading as they did 100 years ago



The Way It Was — 1869: 100 years ago, people read the way you're reading right now. Word by word. About 250 words a minute. 100 years ago, that kind of reading was okay. You could keep up with what was happening fairly well.

The Way It Is — 1969: Today, it doesn't work. There's simply too much to read. Too much homework — too many magazines — too many books — too many reports and memos. Things are happening so fast, changing so fast, that even the people who try to keep up are falling behind.

What's The Solution? Learn to read faster and better. You can do it, too! So far, over 400,000 other people have done it. People from all walks of life including business and professional people, students and wives.

What's The Gimmick? There is none. These people took a course developed by Evelyn Wood. Practically all of them have at least tripled their reading speed with equal or better comprehension. Most did better. Our average graduate reads 6 times faster.

How Is This Course Different? Conventional rapid reading courses try for 450-600 words per minute. Most Reading Dynamics graduates can read 1,000-2,500 words per minute. Yet you don't skip or skim. You read every single word. Imagine being

able to read a full daily newspaper page in less than two minutes... an average novel in about two hours... a complete magazine in 25 minutes... technical documents of over 100 pages in less than one hour... with better retention. No machines are used.

Comprehension? As a Reading Dynamics graduate, you will actually understand more, remember more and enjoy more of what you read.

Now! Shouldn't you find out more about it? You can, simply by attending a free demonstration. We'll tell you why you read so slowly. Show you a film, explain the course more fully and answer any questions you might have. You'll be under no pressure to enroll. But do attend. It could change your entire life.

Our Guarantee: Evelyn Wood Reading Dynamics guarantees to increase the reading efficiency of each student at least three times, according to the beginning and ending tests, or will refund the entire tuition. This refund is conditional upon the student's having attended all the required classes, maintained the required hours of homework and followed the directions of his instructor.

English courses are given in Quebec City, Sherbrooke, Ottawa, Montreal and all other major cities in Canada.

ATTEND A FREE PRESENTATION

NIGHTLY, FROM FEBRUARY THE 10TH TO THE 22ND INCLUSIVE (except Sunday) at 6:30 and 8:00 p.m. on weekdays and at 10:00 and 11:30 a.m. on Saturdays.

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HOTEL
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2077 VICTORIA

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☐ Also, please send information on in-company or special classes for associations or academic groups.

Proposed Constitutional Amendment

This amendment to the Students' Society Constitution was mistakenly left out of yesterday's Daily. Subamendments must be submitted by noon Tuesday, Feb. 18.

Article III — Membership be amended to read:

- 1) All students registered in the University shall have the option of membership in the Students' Society, except the following:
Subsections i and ii remain the same.

Paragraph (2) be deleted.

Article VI — Fees be amended to read:

- (1) Any person wishing to be a member of the Students' Society shall be required to pay an annual tax of \$24.00 for this privilege.
- (2) Any person desiring membership in the Regular Committees described in Article V, shall pay the stipulated respective annual fee for this privilege.
- (3) The above sums shall be collected only by the Secretary-Treasurer of the Students' Society and shall be deposited in a chartered bank.
- (4) Any person who elects not to pay the annual fee shall not be a member of the Students' Society and shall not be entitled to any of the privileges of membership, nor shall he/she be allowed to participate in any Students' Society activities that are not open to the general public.
- (5) Membership shall be on a yearly basis and shall be determined only by payment of fees. Membership shall cover the period of the fiscal year ending September 31.

Article VII — Grants be deleted.

Moved by: R.N. STEWART BA III
Seconded by: S. Shiller BA II

SC...

Continued from page 1

ommendations that the cost of such a policy be investigated.

- Called for penalties on Professors submitting late reading lists for the Reserve Section.

- Withdrew student representation on the Senate Nominating Committee for as long as the group meets in closed session. Council also demanded that the Nominating Committee not proceed with naming of Senate representatives on Statutory Selection Committees for six new Deans until a new procedure has been adopted.

- Denounced the Senate Committee on Privileges which has just been set up.

- Reviewed the Electoral By-Laws of the Students' Society, Chris Portner Chief Returning Officer, submitted a general policy of laissez-faire on publications for candidates. He clarified his stand by saying that the outlawing of newspapers for campaign purposes, which had been proposed, was impossible because there was no definition for a "newspaper". He rejected Julius Grey's proposal which had suggested the limiting of campaign literature to a Gestetner format. It was suggested, in addition that candidates could be sub-

sided to a certain extent by the Students' Society. In general the By-Laws were passed as proposed.

Other discussion included a general description of the upcoming UGEQ Congress. External Vice-President Ian Hyman commented that the "national question" would be a major issue at the meeting. There had also been a proposal by UGEQ that membership be raised by 25 cents a student for member Universities. The proposed hike in dues would be directed at a development of the Union on the regional level.

McGill will send a delegation of about 40 to the meeting, which will be held probably in Quebec City March 12-16. It is expected that the questions of a restructuring of UGEQ will be discussed.

Council left until its next meeting, action on the unionization of Cafeteria workers and the question of a legal aid fund.

Soldiers lose status as students

CAMBRIDGE, MASS. (CUPI) — The faculty at Harvard University voted Tuesday to strip the school's Reserve Officer Training Corps of its academic status and will allow ROTC to continue only as an extra-curricular activity.

ROTC groups have been the objects of student protest in the past two years all around the United States. In most cases students receive academic credit for joining the corps.

The Harvard action came only five days after Yale University took the same position on the student-soldiers.

ROTC officers will be deprived of their professor status as well.

Predictably, Commander of the army unit at Harvard, Col. Robert H. Pell said the decision was "bitterly disappointing" and said he would advise the Pentagon to shut the Harvard unit down.

The decision, made by the Faculty Senate, was not quite the victory student radicals had hoped for. They had called for the utter abolition of ROTC.

McGill Hillel Students' Society

presents

"THE LAST CHAPTER"

narrated by Theodore Bikel, the story of 1,000 years of Jewish life in Eastern Europe.

also

"THE PRICE OF SILENCE"

narrated by Edward G. Robinson, is the story of the Jews in the Soviet Union.

Saturday, Feb. 15

Leacock 132

8 PM

Adults: \$1.00

Students: 75¢

Hillel Members: 50¢

These two films are excellent and should not be missed.

Week-end Seminar on Messianism

HILLEL'S ANNUAL WEEKEND SEMINAR
Sunday Feb. 16 Hillel House

Leading the seminar will be the distinguished philosopher

Prof. Emil Fackenheim

of the University of Toronto

author of "Quest for Past and Future" and numerous other essays and books

Schedule

10:30 am Lecture on "Messianism and its Place in the Structure of Jewish Faith".

Noon Lunch. Those wishing to have lunch must register in advance at Hillel House. Cost: \$1.

1:30 pm Lecture on "The Commandment to Hope: The Messianic Faith after the Holocaust".

3:00 pm Open Forum, led by a number of very capable teachers.

ALL THOSE INTERESTED IN ATTENDING THE SEMINAR MUST REGISTER AT HILLEL HOUSE, 3460 STANLEY ST. OR PHONE 845-9171-(2). THERE IS NO CHARGE FOR THE SEMINAR, JUST FOR THE LUNCH.

3465
presents

JEAN VANIER Ph.D.

Dynamic Founder of "LARCHE"
TOPIC:- "MAN, WHY ARE YOU AFRAID"

TODAY

L-132

at 1:05

The role of the Engineer in the CORPORATE SYSTEM

McGill University

In our society today there are two criteria which must be applied by Engineers in solving any significant problem:

1. Is the solution beneficial to society?
2. Is the solution economically feasible?

(i.e. Does the solution result in a reasonable return on the investment?)

In the corporate structure the first criterion is small, if not negligible, for it depends heavily on the answer to the second question. The second criterion is rarely concerned with the first except for certain legal limits imposed by society, through governments, for its own protection.

Thus, if an Engineer devises a solution to a social ill such as air pollution, he must always test his answer with the second criterion. If this check fails he knows the company will reject such a proposal. On the other hand, if an Engineer devises a plan that increases plant efficiency which will automatically decrease costs, management will gladly accept the idea disregarding a possible adverse affect on society, say by increasing unemployment.

Both by profession and by interest the Engineer is the best suited individual to be a corporate executive. While the business executive cannot be an Engineer in contemporary industry, the converse has been borne out by past events. The Engineer as an individual must, therefore, recognize his vested interest in the corporation and his growing demand as an executive leader. The interest of the Engineer today is to bring to the surface this demand where it is latent.

As a result of the above role, an Engineer with a social awareness is necessary to prevent the malignant effects of specialized professions from spreading. The greater the specialization the greater is the need for a link profession so that unawareness does not cost the human race as much as it has. The more society progresses the more dangerous will be our mistakes. This "link" profession must be able to understand technical problems in order to visualize any adverse effects.

Queen's University

The reliance on the corporation has led to a decline of the professional status of the engineer in the eyes of the public. The engineering profession is thought of as taking ordinary men, informing them narrowly and deeply and then through appropriate organization arranging to have their knowledge combined with that of other specialized but ordinary men. This decline of professionalism has also been hastened by many levels of skills in industry having been upgraded either through increased training or through having more complex machinery placed at the workers' disposal. It is felt that industrial plants may some day be peopled entirely by a type of "engineer". Even today many engineers are doing sub-engineering jobs which can only detract from a professional image. The choice has become clear; is the engineer to be considered a professional or only a high trained technician.

University of Waterloo

In the past, it has been traditional that so-called "professional engineers" revile unions and the entire union concept of bargaining from a position of power to get what is

necessary to enable a working man (professional or not) to have some measure of self-respect. This attitude must change drastically. In fact, the point has been reached where it is possible to conceive of a federation of engineers which in fact would be nothing more than a union with frills. Support of unions to the point of not crossing their lines is probably pointless in the extreme, but support to the point of refusing to scab, is not only realistic but highly desirable. It is morally inconceivable that one can justify professional people "scabbing" when people are outside in picket lines fighting for what they believe is necessary to their comfort and happiness. A respect for unions is essential in this regard, and a disrespect for the common rules of humanity is indefensible.

McMaster University

The profit motive dominates the engineer's course of action as a result of his training. However, in contrast with popular opinion, the engineer is not a cold, calculating machine. The typical engineer has double standards; his responsibility to his employer is often in conflict with his concern for society as a whole. A number of cases exist in which false economy has overruled safety considerations. In most cases the engineer was under pressure from non-technical upper management to slight safety considerations in order to boost sales (e.g., auto safety). The engineer should examine the techniques used in his plant, as well as the final products, to ensure that adequate safety standards are enforced.

As part of the Congress of Engineering Students being held this weekend, engineering students from Ontario and Quebec have prepared position papers on four topics, covering The Engineer and his Moral Conscience, The Role of the Engineer in the Corporate System, The Engineer and his Political Environment, and Engineering Education.

The ideas raised in these briefs will form the basis of discussion during the weekend congress.

Excerpts of the briefs appear on this page. ✓

University of Waterloo

The French speaking graduate enters the engineering profession at a distant disadvantage compared to his English speaking counterpart.

● To exercise his profession he will have to communicate mainly in English and is expected to write his reports etc. in English. Generally, graduates of French universities do not have sufficient knowledge of English to be able to communicate effectively, and are thus unable to put their points across. They may be even disregarded and thus not able to participate in the decision-making processes.

● His fellow workers and supervisors are usually English speaking and of the English-Canadian culture. Though this group today is usually an agglomeration of engineers of various ethnic origins, the supervisors are usually

Resolution Submitted By U of T

Whereas Quebec today is tending towards becoming a unilingual state, and

Whereas this will produce a condition of isolationism, and

Whereas this condition would, in all probability, bring about the ultimate economic destruction of Quebec, and

Whereas Quebec wishes to survive as an economically viable entity,

Be it resolved that the commercial interests in the province of Quebec be prepared to conduct their business in the English language and that their rights to do so shall in no way be infringed upon by the government or people of the province of Quebec.

English-Canadian. Thus he finds himself in a foreign group and works in this atmosphere while rejoining his own cultural group outside of working hours. Thus, he does not belong to the same social group as his fellow engineers and is generally considered to be an outsider.

● He is often used by his employers as an intermediary between English-speaking management and the French-speaking labour. Thus he considers himself useful only as a mediator and not as an engineer and so realizes that he is being taken in. This results in the frustrations that lead French-Canadians to give up engineering or simply to stop contributing to Engineering progress.

The Engineer and his POLITICAL ENVIRONMENT

● He generally has no acquired Industrial Experience as a student.

The principal cause of unequal opportunities is a more subtle form of discrimination, or put it thus: the industrial atmosphere prevailing in Quebec does not encourage the French-Canadian graduate to work within an industrial environment.

The remedies to this situation must be applied in two fields:

Firstly the English-Canadian must take steps to favour the integration of the French-Canadian in the North American industrial society without requiring of him to give up his language and culture. In fact the business world must accept the French-Canadian society as a social and political entity and treat it as it would any other national entity. That is: as we Canadians expect American corporations producing in Canada to behave as good Canadian corporate citizens, so should Canadian and American corporations established in Quebec behave as good Quebec (French-Canadian) citizens.

Secondly, the French Canadians have to orient themselves towards the modern Technological Industrial society if they are to reap the benefits of such a society. This reorientation has begun but is not yet complete. The competition in such a society is keen and without pity. And thus to succeed in this society a high level of competence is required. Thus the solution which the French Canadian can bring to the problem may be stated thus: "Beat them (les Anglais) at their own game" This is the solution which was brought forward at the level of Canadian Federal politics by Trudeau, Marchand, Pelletier etc., and the success of this solution is obvious today.

Ecole Polytechnique

L'existence d'inégalité de chances, parmi les ingénieurs de langue française et ceux de langue anglaise, tant

au point de vue salaire qu'au point de vue promotion se présente comme une réalité brutale et dont on se rend aisément compte. D'ailleurs, il y a déjà quelque temps, le journal "La Presse" publia des tranches d'un des rapports de la commission sur le bilinguisme et le biculturalisme qui démontrent clairement les grands écarts existant entre les anglophones et francophones.

Le fait est que le Canada conserve son caractère unilingue anglais, surtout sur le plan économique. Habituellement, les investisseurs étrangers adoptent la langue indigène (Exemples: Espagne, Allemagne, Japon, France) et pourtant, les entreprises s'installant au Québec ne se sentent pas obligé et encore moins la nécessité, d'adopter comme langue du travail le Français.

Nous proposons que:

● Le Québec se dote d'un gouvernement central fort. Ce gouvernement, ne pouvant se trouver à Ottawa puisqu'il n'aurait pas à coeur le sort du peuple québécois, devra donc, être québécois.

● Ce gouvernement possède tous les outils permettant l'application d'une politique de la langue, du travail et toutes les autres politiques faisant qu'une justice vraie soit établie au Québec. Alors et seulement alors, le peuple québécois, par le fait même l'ingénieur, pourra-t-il aspirer au plein épanouissement comme tout homme de la terre en a le droit.

Sir George Williams University

This engineering approach is valid in our political environment which is a multi-variable system. The engineer has the ability to examine the response to an input and compensate for the positive or negative feedback which results in order that the system operate ideally.

The engineer is therefore better equipped to run the world more effectively than any other collective groups of people.